Teacher: Miss Lindrose Date: March 7, 2016 to March 11, 2016

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Opening Exercises/ Lunch Count  8:30-9:00 |  | SAP Meeting | Jean Day  ELA Meeting |  |  |
| Morning Meeting/  Social Living  9:00-9:20 | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. | TSW practice daily classroom routines including attendance and lunch count.  TSW practice public speaking skills by greeting their classmates.  TSW assist in reading the morning message orally as a class.  TSW identify words within the morning message. |
| Guided Reading  9:20- 9:50 | TSW read kindergarten level text with guidance from an adult. | TSW read kindergarten level text with guidance from an adult. | TSW read kindergarten level text with guidance from an adult. | TSW write at a kindergarten level with assistance from an adult. | TSW be assessed on high frequency and decodable words as well as reading decodable text. |
| Language Arts  9:30-11:05 | **Building Background:**  Introduce the essential question for the week:  ***Where do animals live?***  Read aloud the Essential Question. Tell children you are going to say a rhyme about places where people and animals live.  The Very Nicest Place  The fish lives in the brook,  The bird lives in the tree,  But home’s the very nicest place  For a little child like me.  Read aloud “The Very Nicest Place” with children.  *This rhyme tells you about the places where two wild animals live. Where is the fish live?* (brook) Make sure children understand the word *brook*. *Where does the bird live?* (tree) Tell children that this week they will read to find out about more places where animals live.  **Oral Vocab:**  Use the **Define/Example/**  **Ask** routine to introduce the oral vocabulary words:  **Habitat**  **Wild**  **Comprehension:**  TSW engage in group reading activities with purpose and understanding.  TSW demonstrateunderstanding of the organization and basic features of print.  **Bear Snores On**  Genre: Fantasy  **Model** *Bear Snores On* is a fantasy story. Share these characteristics of fantasy with children:   * The events and characters are made up by the author. * Some events, such as animals talking, could never happen in real life.   **Story Words** Preview these words before reading:  **brew:** to make a drink, such as tea, using very hot water  **dank:** cold and wet with a bad smell  **lair:** the home of a wild animal  **scuttles:** moves with quick and tiny steps  **stokes:** how an adult pushes logs into a fire to make it burn better  **Phonics:**  TSW isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme words. **RF.K.2d**  Display the **Photo Card** for *volcano. Listen for the sound at the beginning of* volcano*.* Volcano *has the /v/ sound at the beginning. Say the sound with me: /v/.* Say *van, vote, vest* and have children repeat. Emphasize /v/.  Repeat with final /ks/. Use the *box* Photo Card and words *mix, fix, six.*  Display and name the following Photo Cards: *vegetables*, *violin*, *volcano*. Say each picture name with me. Tell me the sound at the beginning of the word. Guide practice with the first word.  Repeat with final /ks/ and the *box*, *ax*, and *ox* Photo Cards.  **Handwriting:**  TSW write a letter or letters for most consonant and short-vowel sounds (phonemes). **L.K.2c**  **Review of the letters Vv and Xx**  **Handwriting Papers for both letters** | **Category Words:**  TSW sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. **L.K.5a**  **Animal Homes**  **Comprehension:**  With prompting and support, ask and answer questions about key details in a text. **RL.K.1**  Ask and answer questions about unknown words in a text. **RL.K.4**   * Strategy: Visualize * Skill: Key Details   *Bear Wants More* by Karma Wilson  **Phonics:**  TSW demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. **RF.K.3a**  **(1) Model** Display the *Volcano* **Sound-Spelling Card**. *This is the letter* v*. The letter* v *stands for the sound /v/ as in the word* volcano*. What is the letter? (*v) *What sound does the letter* v *stands for?* (/v/) Repeat for /ks/*x* and the *Box* Sound-Spelling Card*.*  **(2) Guided Practice/Practice** Have children listen as you say some words. Ask them to write the letter *v* on their **Response Boards** if the word begins with the sound /v/. Tell them to write the letter *x* if the word ends with the sound /ks/. Do the first two words with children.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | very | fox | vine | vault | box | fix | wax | view |   Introduce the –un word family. Make the –un word family flip book. | **Oral Language:**  TSW use words and phrases acquired through conversations, reading, and being read to, and responding to texts.  Use the **Define/Example/Ask** routine to introduce:  **Complain**  **Join**  **Stubborn**  **Comprehension:**  With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **RI.K.9**  **Anansi: An African Tale**  Genre: Tale  Tell children that you will be reading a tale, which is like a fable. Remind them that a *tale* is a fiction story from long ago. Display the **Interactive Read-Aloud Cards**.  Read the title. Point out that Anansi is a spider character in many African tales.  Strategy: Make, Confirm, and Revise Predictions  **Phonemic Awareness:**  TSWisolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) **RF.K.2d**  Phoneme Blending:   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | /v/ /ī/ /n/ vine | | /a/ /ks/ ax | | /f/ /o/ /ks/ fox | | | /f/ /i/ /ks/ fix | | /v/ /a/ /t/ vat | | /m/ /i/ /ks/ mix | | /v/ /ō/ /t/ vote | |   Have children read each word, blending the sounds. Guide practice with the first word.   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | fix | van | vat | fax | fox | vet |   Write these sentences and prompt children to read the connected text, sounding out the decodable words: *I can fix the van. He is a vet. Max can mix it in the vat.*  Make the –un word family build-a-word book. As students finish, have them practice writing their words on their dry erase boards in their desk and use them in a sentence. | **Writing:**  TSW share their writing with their peers.  Authors Share Chair  **Comprehension:**  Recognize common types of texts (e.g., storybooks, poems). **RL.K.5**  Ask and answer questions about unknown words in a text. **RL.K.4**  **Animal Homes**  **Grammar:**  **(1) Model** Explain that when we write, we can use action words to tell what will happen in the future. An action word can tell what a person, animal, or thing will do.   * Write and read aloud: *I will sing a song.* Circle *sing.* Explain that *sing* is the action word in the sentence. It is the word that tells what you will do. Circle *will.* Say: *I want to tell what I will do in the future, so I add the word* will *to the sentence to show that the action will happen in the future.*   **(2) Guided Practice/Practice** Have children discuss events that are going to happen at school later in the day. Write and read aloud a sentence that tells what will happen. For example: *We will play outside.* Ask: *What word tells what action will happen?* (play) Say: *We are not playing outside right now. We will play outside later. Which word helps us know that this will happen in the future?* (will) Have a child circle the words *will play.* Say: Will play *tells what will happen later, in the future.*  Model how to use future-tense action words in other sentences. Say: *Rex will go to the park.* Explain that *Rex* is the name of the person who will do the action. He is not doing the action now. He will do it in the future. Have children say more sentences about things that will happen in the future. Have them identify the action word in each sentence. | **Molly Mouse 9:50- 10:20**  **Grammar:**  **(1) Review** Write and read aloud: *I will catch the ball.*  Point out that *catch* is an action word that tells what the person will do. Point out that *will* is used before *catch* in the sentence to tell you that the action is going to happen in the future. Remind children that the word *I* is always a capital letter.  **(2) Guided Practice/Practice** Write and read: *Dad will work in the yard.* Ask: *What will Dad do?* (work in the yard) *Which word is the action word in the sentence?* (work) *Is the action happening now, in the past, or in the future? How do you know?* (The action will happen in the future. I know because the word *will* comes before the action word.)  Display and name the **Photo Cards** for *pumpkin* and *quilt.* Have children work with a partner. Write these sentence frames: *I will \_\_\_ pumpkin pie. I will \_\_\_ a quilt.* Have partners talk about action words that can be used to complete the sentence frames. Write their ideas on the board. Complete the sentence frames with words they suggest, such as *I will eat pumpkin pie. I will make a quilt.* |
| Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  11:10- 12:10 | Lunch/Recess  10:45- 11:45 |
| Writing/ Science/ Social Studies  12:10- 12:40 | Animal Habitats:  <https://www.youtube.com/watch?v=H_CSlLIuVZs>  Forest Habitat- Bear Directed Drawing and Habitat Drawing | Arctic Habitat Brain Pop Jr- Penguin Directed Drawing and Habitat Drawing | Ocean Habitat Brain Pop Jr- Ocean Animal Directed Drawing and Habitat Drawing | Dessert Habitat Brain Pop Jr- Fox Directed Drawing and Habitat Drawing | Calendar  Dismissal 12:35 |
| Math Calendar  12:40- 1:00 | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | TSW identify and count up to the number of the day.  TSW identify the date on a weekly calendar.  TSW determine the weather conditions outside by choosing from 6 different weather choices. | Early Dismissal |
| Math Focus Lesson  1:00- 1:50 | TSW play a game to practice finding combinations that add to 10.  Vocab:   * combinations of ten * ten frame     Materials:  Math Masters: p. 93 My First Math Book: p. 8 Activity Cards: 40, 57 Manipulative Kit: bear counters  cups chart paper prepared Blank Ten Frames (optional) Number Cards 0–10 (two colors) | TSW practice addition and subtraction in a game.  Vocab:   * add * addition symbol * backward * count back * count on * equals * forward * minus symbol * plus symbol * remove * subtract * take away     Materials:  My First Math Book: p. 9 Activity Card: 58 Manipulative Kit: connecting cubes  prepared Train Games gameboards customized dice slates | TSW model number stories with equations.  Vocab:   * add * addition * equal * equation * joining * minus * number model * number sentence * number story * plus * subtract * symbol * take away * word problem   Materials:  prepared Blank Double Ten Frame and 10–20 Spinners from Lesson 5-8 Individual Number Cards 0–20 or slates Literacy Suggestion: Blueberries for Sal (optional)  Math Masters: p. TA17 My First Math Book: p. 10 Activity Cards: 16, 58–59 Manipulative Kit: counters |  | Early Dismissal |
| RTII  1:50- 2:15 | RTII | RTII | RTII | RTII | Early Dismissal |
| Special  2:20- 2:55 | Gym (C) | Computers (D) | Library (E) | Gym (F) | Early Dismissal |
| Social Living  2:55- 3:20 | Cat in the Hat Movie | Tresnicky Pull Out  Green Eggs and Ham Movie | Dr. Seuss Let’s Find Out | Thing 1 and Thing 2 | Early Dismissal |
| Snack and Pack  3:20-3:35 | Alexis’ Snack Week | Alexis’ Snack Week | Alexis’ Snack Week | Alexis’ Snack Week | Early Dismissal |
| Dismissal  3:35- 4:00 |  |  | Good News Club |  | Early Dismissal |